

CHAPTER V

CONCLUSION, LIMITATION AND SUGGESTION

This chapter presents the conclusions of the study and some suggestions for future researches. The first part provides the conclusions of the study which are generated based on the findings and discussions from the previous chapter. Meanwhile, the second part consists of some suggestions for other researchers who are interested in conducting research that concerns students' voice construction and development. It is expected that the suggestion could offer new information and guidance on how to administer pedagogical intervention to raise students' awareness of engagement resources in writing.

5.1 Conclusions

This study aimed to answer the questions of how the practice of online dialogic feedback through instant messaging applications plays a role to support students' construction of engagement in argumentative writing. Three episodes of online dialogic feedback process were presented along with the analysis of the four drafts of students' argumentative text.

The findings revealed that within the practice of online dialogic feedback, the teacher tended to apply the principle of dialogic teaching approach such as ensuring emotional and relational support for students, maintaining the dialogic interaction, giving the students opportunities to freely express their ideas, encouraging the student to share ideas and build on each other ideas, and allowing them discovering the issue by challenging their reasoning, thinking and problem-solving (Alexander, 2008b; Ajjawi & Boud, 2018; Carless et al., 2011; Yang & Carless, 2013; Gillies, 2015; Steen-Utheim & Wittek, 2017). Those characteristics made the dialogic feedback practice was positively perceived by the participants as a meaningful activity in raising their awareness about how to write effective argumentative writing through the deployment of engagement resources. Moreover, the findings of the students' text analysis also showed that although there was various result of engagement resources in the students'

text, however, there was a significant improvement of students' ability in constructing voice throughout the three episodes of dialogic feedback process.

5.2 Limitation of the Study

During conducting this study, several limitations were acknowledged. First, in the process of online discussion, it was rather hard for the teacher to control the presence of each student. Ensuring students' engagement was always being a huge obstacle in the virtual discussion because the teacher was unable to maintain the students' commitment to responding to the discussion since they were physically separated. Thus, it is suggested for other researchers who are interested in conducting a similar topic of study to always maintain the commitment and engagement of all of the participants in order to reach more effective results of the study.

Furthermore, the limitation of this study was correlated with the subjectivity matter which probably inherent with the researcher since she acted as the teacher, observer, and evaluator of the collected data. Thus, there might be a subjective possibility in the process of data collection and analysis. To avoid this, the researcher intentionally involved data triangulation method which employed multiple sources of data to increase the validity of the data and to reduce the possibility of biases.

Lastly, this study was a case study research that only involved a small number of participants. To some extent, this was to ensure that the researcher could gain in-depth and holistic data, consequently, however, the result of this present study might be difficult to be generalized that the research with a similar topic conducted in a different context and setting might have a different result. Yet, regardless of all those limitations, this study is still valuable in which it depicts the picture of how the implementation of online dialogic feedback could contribute to the construction of voice throughout the three episodes of dialogic feedback process resources in students' argumentative writing. The pedagogical intervention conducted in this study is also potential for educators to arrange their own feedback practices and educational design in teaching argumentative writing, including, for

example, sequencing of assignments, design of interactive cover pages or prompts from teaching interventions.

5.2 Suggestions

As an important dimension that determines the quality of students' argumentative writing, studies about how to raise students' awareness of engagement should receive more attention in the areas of L2 pedagogy, particularly, in Indonesian context where there is still relatively limited researches concerning this issue. In writing argumentative text, students should be able to effectively convey their stance or claims, to counter the other perspective and give justification and interpretation of factual data to strengthen their stance. Despite dialogic approach, future researches may expand more on the other types of teaching approach to examine whether such approaches could be effective to develop students' voice.

It is also crucial to note that the concept of engagement does not solely exist in argumentative writing but in another text type. Thus, the future researchers may ground their investigation on the students' establishment of engagement in another type of writing such as academic writing (final paper, article review, etc.). The discovery from such researches would broaden the existing literature of the way students learning to construct engagement in various types of writing and shade more light on how the construction of evaluative agenda may be varied across genres.

Additionally, regarding the participants of the study, this study only concerns with small scale participant because it aims to provide a clear picture of how each participant develop the ability in constructing engagement. This, thereby, raise a question whether dialogic approach could also be practiced with involving a huge number of participants as well as what challenges that might appear during the process of the implementation. Thus, it might be interesting if future research could examine the feasibility of implementing dialogic approach in a large scale of participants. The result from such studies would probably give a better understanding of how to facilitate dialogic approach in teaching writing for both

small and large scale classroom and generate useful findings of how to encounter the problems that might happen during the process of implementation.

Moreover, the findings of this study have also revealed that the use of instant messaging application was very useful to bridge teacher-students interaction during dialogic feedback process. However, some participants claimed that they still prefer face-to-face interaction in conducting dialogic feedback. For that reason, it is recommended for future researches to explore more on the other types of educational media or applications that are considered more effective in assisting the teaching program, such as Moodle, Padlet, Google Classroom, etc. Contrastingly, they may also investigate the process of dialogic feedback through face-to-face classroom interaction.